The Development Model of Online *Talaqqi* Quran Teaching: A Need Analysis

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Abstract

The transformation of Quran online teaching has become increasingly popular in current education. It is necessary to underscore the significance of issues related to Quran online teaching to ensure its effectiveness for novice teachers. Indeed, the aim for this paper is to analyze the need analysis for the development model of Online *Talaqqi* Quran Teaching (OTQT). This study employs a qualitative design during the need analysis phase based on Design and Development Research (DDR) methodology. Data collection was carried out through a literature review from document analysis and open-ended interviews with two Quranic teachers who were involved in online teaching as well as one technical staff member. Both sets of data were triangulated using thematic analysis to establish research themes. The results revealed three primary components in organizing online *talaqqi* Quran teaching which are teacher's criteria, teaching techniques and the technology tools. In conclusion, the need analysis is a required phase before embarking on the phase to develop a systematic model of OTQT.

Keywords: Need Analysis, Online Teaching, *Talaqqi* Quran, Quranic Teachers, Design and Development Research (DDR)

1. INTRODUCTION

Due to the current global education landscape, online teaching has gained more popularity and has been significantly affected by the industrial revolution. It offers educational content and teaching methods aimed at improving students' understanding and enhancing teachers' teaching skills (Holzberger et al., 2013). Online teaching relies on the internet which originally designed for communications and information sharing (Warren et al., 1998), supported by various technologies like computers, tablets, smartphones, and other devices.

Quran education approaches appear to be responding to current developments. These approaches have transitioned from traditional *talaqqi* Quran method to contemporary online teaching styles during the Covid-19 pandemic crisis when the movement control order (MCO) was implemented. In light of the limitations imposed by the pandemic, both teachers and students have been compelled to adapt to this new educational paradigm. Article by Coman et al. (2020) reported that 66.9% of their respondents used online platforms for the first time during the pandemic.

Teaching Quran using the *talaqqi* method plays an important role due to the exclusivity of the pronunciation compared to its written versions (Nurul Huda Zainal Abidin et al., 2019). Therefore, online *talaqqi* Quran teaching should comply with the same concept. According to Anuar Hasin et al. (2020), there is no prohibition against the integration of information technology (ICT) into Quranic studies within the framework of as-Sunnah (Hadiths). However, they emphasized the importance of preserving traditional aspects of Quranic knowledge such as oral transmission (*talaqqi*) and physical recitation (*mushãfahah*) to maintain its authenticity. In essence, teaching methods rooted in *talaqqi* need not hinder the advancement of technology within the context of traditional approach.

Therefore, teachers should possess necessary skills to handle online *talaqqi* Quran teaching. Enhancing skills and mastering the ICT knowledge to facilitate teaching process can achieve teaching effectiveness. In the midst of demand, novice teachers are recognized as a specific group deserving an attention to their professional development to the current education circumstances (Fadzliyah Hashim et al., 2020). Thus, this research phase is highly significant in order to exhaustively explore the needs to provide a model as a guideline specifically for the new Quranic teachers who are going to immerse in online teaching.

2. PROBLEM STATEMENT

In the context of Industry Revolution 4.0, technology has played a vital role in shaping the landscape of teaching and learning process. Despite the excitement about the technology and its acceptance in society, Islamic teachers should exemplify appropriate conduct and manner as a catalysts for social for social development and lifelong learning (Maziahtusima Ishak et al., 2018). The Malaysian Education Development Plan 2013-2025 has mandated the integration of ICT to elevate the quality of learning. The Ministry of Education has taken a proactive step to equip government teachers with the necessary competencies for online teaching (Norehan Mohd Nasir & Mahaliza Mansor, 2021). Thus, teachers should master the knowledge related to learning including teaching competencies aimed at elevating teaching profession not only in the eyes of society but seeking approval from Allah SWT (Norzi Mohd Yusoff et al., 2022). On the contrary, novice teachers are recognized as a category deserving attention and support. In response to the current phenomenon, teachers are encouraged to boost their information and technology (ICT) skills to enhance the effectiveness of the learning process (Fadzliyah Hashim et al., 2020). The demand for teaching guideline method reaches it requirements when both students and teachers are fully adopted and engaged in this approach (Fenny Farhana Mohd Sajari & Hafizhah Zulkifli, 2021).

It is noticeable that some of teachers are reluctant to the adoption of online teaching due to the lack of technological proficiency, despite acknowledging its contribution in online teaching platforms (Nor Zaira Razali et al., 2016). This reluctance is particularly pronounced when teachers are less equipped in terms of implementing teaching techniques, practices and methods (Anisah Bahyah Ahmad et al., 2022; Bani Hidayat Mohd Shafie & Norhayati Fatmi Talib, 2018; Siti Nurbaizura Che Azizan & Norfaradilla Mohamad Nasri, 2020). Furthermore, limited access on allocated time constraints results in limited communication during teaching and learning process (Monika@Munirah Abd Razak et al., 2014). This indicates that maintaining engagement and fostering interaction in virtual environments can be more challenging when teacher encounter difficulties in managing online class proficiently. Moreover, majority of teachers involved in online teaching are beginners and might face some challenges in retaining the knowledge particularly when confronted with new situations (McGee et al., 2017). Based on these related problems, it can be concluded that Quranic teachers need to acquire skills in managing online *talaqqi* Quran classes. The teaching and learning process in the new norms requires an investigation into the aspects of the *talaqqi* methods in align with the current method. Hence, a systematic guideline needs to be constructed to conduct online class smoothly and preparedly.

3. OBJECTIVES

Based on the research question which is "What is the need analysis to develop to model of OTQT for the novice teachers?", this study aims to identify the need analysis before the development of OTQT model.

4. METHODOLOGY

This research is conducted using Design and Development Research (DDR) for the need analysis requirement. Need analysis is a process to gather data. It is crucial phase in identify the gap between existing circumstances, organization will and individual achievements (McArdle, 1998). Besides, it also can provide a beneficial investment as it is effective to lead the solutions based on the needs (Mohd Ridhuan Mohd Jamil & Nurulrabihah Mat Noh, 2020). According to Richey and Klein (2007), the DDR approach is suitable for various research study which are content analysis, observation, literature reviews, methodological approach, and mixed methods towards the development of products, processes, measurements tools and models. The researcher employs a qualitative approach using documents analysis and interviews based on phenomenology research design because it is suitable and relevant to understand first on the teaching experiences in Quran online teaching. Additionally, qualitative data is defined as descriptive information in the form of spoken or written narratives about observable aspects of human behaviors (Taylor & Bogdan, 1984). Need analysis phase in DDR contributes to explore depth information to the needs before developing the OTQT model.
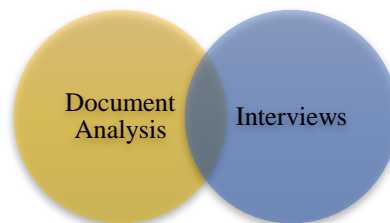

Figure 1: Need analysis in design and develop the model.

Figure 1 indicates the methods used in this research at the need analysis phase. The researcher applies the document analysis and interview to conduct the research in the need analysis phase in which it is the requirement phase before progressing to the second phase. The elaboration of the methodology is as follows:

4.1 Documents Analysis

Data collection through document analysis can yield insightful data about the issues as the data is easily accessible and difficult to manipulate (Kamarul Azmi Jasmi, 2012). To collect the data through document analysis, the researcher selected relevant documents that are related to the research objectives to gain an overview of past research information. These documents were sourced from a variety of sources materials including journal articles, books and conference proceedings from both offline and online platforms. All documents were retrieved from online databases such as Google Scholar, ResearchGate, Mendeley and ProQuest Central. During the article research, keywords such as "*talaqqi* Quran", "Quran online teaching", "Quran online", "teacher's characteristics" and "online teaching" were employed to gather knowledge on this topic. All the related documents were inserted into the Mendeley software to be organized and analyzed.

4.2 Interviews

Meanwhile, the data from the interview sessions was gathered via interview protocols. An open-ended interview has been implemented as it is more flexible, explorative and appropriate for understanding the actual phenomena (Merriam & Tisdell, 2016). The interview process in this study serves to complement and enrich the data from document analysis yet providing better understanding of the research scope. The researcher conducted an online interview through Google Meet platform for about 30-45 minutes each session. The selection of interview approach as the research data

collection method used to gather valuable insights from the participants offering the researcher an opportunity for the researcher to gain in-depth understanding about the phenomena from their perspectives. In depth interviews contribute to a deeper understanding of the experiences, opinions or feelings from participants (Nurul Asiah Fasehah Muhamad et al., 2022). To analyze the interview data, the researcher transcribed the data from recorded videos after the interview sessions. All videos were manually transcribed by the researcher into Microsoft Word. Subsequently, the researcher highlighted and categorized the data into suitable themes.

In the process, two (2) Quranic teachers involved in online teaching classes and one (1) technical staff involved in managing online classes technicalities have been chosen as participants for the interviews. The participants were selected using the purposive sampling who fulfil the criteria such as have at least a degree in education and at least two (2) years' experience in the respective field. The criteria are shown as below:

Table 1: Participants Selected in Needs Analysis Phase

Participants	Qualification	Field of Expertise	Experience
P 1	Degree	Quranic Teaching	2 years
P 2	Degree	Quranic Teaching	2 years
P 3	Master	e-Learning Staff	5 years and above

5. FINDINGS

The results of the findings are presented based on the objectives in this research. The results have discussed as follows:

5.1 Findings from Document Analysis

From the research data, there are three main elements derived for the OTQT model. The elements are divided as follows:

Table 2: Finding from Documents Analysis

Num.	Main Elements	Documents	Findings
1.	Teacher's Criteria	(Adel M. Abdulaziz et al., 2006)	Tajwid comprehension
		(Anuar Hasin et al., 2020b; Murihah Abdullah et al., 2018)	Regulation and theories of Quranic knowledge
		(Adel M. Abdulaziz et al., 2006; Murihah Abdullah et al., 2018)	*Wakaf ibtida'* knowledge
		(Adel M. Abdulaziz et al., 2006)	Arabic language skills
		(Muhammad Amirul Mohd Nor et al., 2021)	Bonding with students
		(Mohd Ikram Mohd Nawi et al., 2021; Murihah Abdullah et al., 2018)	Good personality
		(Fadzli Adam et al., 2015; Muhammad Amirul Mohd Nor et al., 2021)	Thoughtful and sensitive approach
2.	Teaching Techniques	(Adel M. Abdulaziz et al., 2006; Anuar Hasin et al., 2020b; Murihah Abdullah et al., 2018; Sofiah Mohamed et al., 2016)	Sincerity
		(Mohd Zulkarnain Abd Hamid & Mohd Isa Hamzah, 2021)	Creative approach
		(Mohd Zulkarnain Abd Hamid & Mohd Isa Hamzah, 2021)	Praising students
		(Muhammad Amirul Mohd Nor et al., 2021; Nur Hanani Hussin et al., 2013)	Congratulate students
3.	Teaching Tools	(Anuar Hasin et al., 2020b; Hamdi Ishak et al., 2021; Huang et al., 2020; Mohd Ikram Mohd Nawi	Internet connection

		et al., 2021; Siti Nurbaizura Che Azizan & Norfaradilla Mohamad Nasri, 2020)	
		(Muhammad Nasir Mohamad Salleh et al., 2020)	Devices
		(Anuar Hasin et al., 2020b; Wildan Yahya et al., 2021)	Synchronous approach
		(Coman et al., 2020; Nur Salina Ismail et al., 2020)	Suitable platform

Table 2 presents three primary elements identified during the need analysis phase for constructing the OTQT model. In order to facilitate an online *talaqqi* teaching class, teachers are required to meet the criteria, possess knowledge to perform online *talaqqi* teaching methods and be able in handling technological support tools. The teacher's competence in managing OTQT is contingent upon their knowledge. Previous research has highlighted three main challenges that Islamic novice teachers encounter when conducting online classes, including issues related to internet accessibility and a stability teaching platforms, emotional management and holistic assessment (Fadzliyah Hashim et al., 2020).

a) **Teachers' Criteria**

Teachers play a vital role in spreading the knowledge whether the class is conducted offline or online. In delivering the Quranic knowledge, teachers should have expertise and full comprehension related to the Quran (Murihah Abdullah et al., 2018). For instance, teachers who want to teach about *tajwid* should have enough knowledge in imparting the lessons (Anuar Hasin et al., 2020b). Apart from that, there are more regulations and theories related to Quranic knowledge like the written styles, the correct pronunciation, Arabic understanding and the suitable place to end and start the recitation (*waqaf and ibtida'*) (Adel M. Abdulaziz et al., 2006).

In online teaching, teachers should build a strong relationship and connection with the students. A motivated teacher can promote a positive rapport with their students instead of intimidation and compulsion (Muhammad Amirul Mohd Nor et al., 2021). Connection between teachers and students will facilitate the teaching process as face-to face or traditional class. Also, to face the complexities presented by virtual teaching and learning environments, teachers should demonstrate a good personality in addressing student's mistakes with thoughtful and sensitive approach (*bil hikmah*) (Fadzli Adam et al., 2015; Muhammad Amirul Mohd Nor et al., 2021).

b) **Teaching Techniques**

The efficiency of Quranic teachers in employing teaching practice determine the effective lesson (Mohd Aderi Che Noh, 2009; Zainab Ismail, 2016). As for the online *talaqqi* Quran teaching, the teachers should have skills and be prepared about the teaching techniques. Before conducting the online teaching *talaqqi* class, teacher should set a good intention with sincerity (Anuar Hasin et al., 2020b; Murihah Abdullah et al., 2018; Sofiah Mohamed et al., 2016). In addition, teachers as a facilitator in educating the students, need to be creative in teaching process to engage in an educational experience (Mohd Zulkarnain Abd Hamid & Mohd Isa Hamzah, 2021).

While conducting the class, praising the students will attract the student's affection and sense of appreciation. This claim is supported by Mohd Zulkarnain Abd Hamid and Mohd Isa Hamzah (2021) in their research about methods of praising and appreciation in learning the Quran for pre-school. This method has motivated the students to learn more about the Quran. Meanwhile, the students will give a positive reaction to the teachers. Congratulatory words such as "good" and "congratulate" are included to motivate the students (Nur Hanani Hussin et al., 2013).

c) Technology Tools

Tools in teaching online are necessary as it is the main factor in leading the class. Quranic teacher must be skillful in adapting the technology in teaching (Allah Nawaz & Qamar Afaq Qureshi, 2010; Coman et al., 2020). Also, the prerequisite to conduct online talqqi Quran classes is the availability of a reliable internet connection (Anuar Hasin et al., 2020a; Hamdi Ishak et al., 2021; Huang et al., 2020; Mohd Ikram Mohd Nawi et al., 2021; Siti Nurbaizura Che Azizan & Norfaradilla Mohamad Nasri, 2020). Issues related to internet access have been discussed vigorously by most of the researchers especially during the pandemic covid-19. Poor internet connections from selected locations interrupts the teaching process (Norehan Mohd Nasir & Mahaliza Mansor, 2021).

Proper appliance in conducting the online *talaqqi* Quran teaching should be underlined. It includes smartphones, laptops, tablets, speaker, microphone or any related devices that been used in conducting the Quran online classes (Muhammad Nasir Mohamad Salleh et al., 2020). It can be seen that the OTQT class should be in a synchronous learning environment which require both students and teachers joining the class at the same time in any live platforms (Anuar Hasin et al., 2020b; Wildan Yahya et al., 2021) to perform *talaqqi* approach which allows communications and response. Thus, using a preferable platform is important to be highlighted due to the different background of students. Selecting a suitable learning tool that aligns with students needs enables them to engage with information and have more effective learning experiences (Nur Salina Ismail et al., 2020).

5.2   Findings from Interviews

The researcher has labelled Participant 1 as P1, Participant 2 as P2 and Participant 3 as P3.

Table 3: Findings from Interview Data

Num.	Main Elements	Participants	Findings
1.	**Teacher's Criteria**	P1 P2	Teaching training
			Mock teaching
			Patient
2.	**Teaching Techniques**	P1 P2	Preparation before class
			Address student title
			Connection in teaching
			Intonation
			Praising
			Punctuality
			Reminder before class
3.	**Technology Tools**	P3	Skill knowledge
			Internet connection
			Readiness

a) Teachers' Criteria

Based on the interviews, teacher knowledge are the main criteria that should be fulfilled in conducting the online class of *talaqqi* Quran. This is based on P1 mentioned that:

"...guru mesti menjalani training dulu daripada guru-guru lain…".

(…teachers should initially undergo training in teaching methods provided by experienced teachers…)

"...kalau macam saya sebelum ni dia akan minta kita buat mock training, mock mengajar, mock teaching, so daripada situ dia akan perbetulkan errr kita punya teknik..."

(… For example, similar to my experience, they will ask us to engage in mock training and mock teaching sessions, enabling them to refine our techniques based on those mock sessions…)

P2 also mentioned that teachers should gain knowledge from their experienced co-workers in conducting the class.

"...so daripada training tu secara berhadapan dengan yang berpengalaman, kami juga akan tengok balik lah video pengajaran depa. So senanglah sebab kita ajar silibus yang sama saja, so kita akan belajar dari situ jugak lah..."

(… So, during the face-to-face training sessions with experienced teachers, we also do review their teaching videos from the past session. This proves beneficial as we cover the same syllabus which allowing us to learn and improve from these resources…)

Also, Quranic teachers need to have patience in handling the students especially the elderly.

"…sebab orang tua ni kita kena beri arahan 1 per 1, sebab depa ni tak biasa nak...apa ni err...device ataupun tak biasalah dengan teknologi. So kita kena ajar 1 per 1 bagi orang tua. Kita kena sabarlah dekat situ... Tak boleh lah kita expect orang dah masuk tu dah tua dan kita mana... depa tu dah tau dah macam mana..."

(… We make sure to offer individualized guidance to older students as they are less familiar with technology. That's why we take time to teach them individually and remain patient during these moments. We can't assume they already know how to handle everything because they have joined the class…)

b) Teaching Techniques

In conducting teaching method, P1 mentioned that the Quran teachers need to be prepared before starting the class. Preparation is based on the syllabus and scope of the subject.

"...setiap kali nak mula kelas, of course lah dia kena buat preparation tajuk berdasarkan silibus pada hari tersebut ".

(...before each session, we prepare the topic based on the day's syllabus…)

Besides, when conducting online class, teacher should address the students with appropriate title or name.

"...contohnya panggilan yang digunakan sewaktu mengajar, haaaa, kami tak boleh guna makcik, takboleh guna errr... setakat ni untuk mengajar Quran kami fokus kepada dewasa, kiranya orang yang tua termasuklah ni lah...orang-orang tua lah...orang dewasa... So panggilan ni memang kita kena concern juga sebab bila orang tua nak belajar kita...kadang-kadang ada yang sensitif..."

(… During Quran teaching sessions, especially to adults and the elderly, we need to be careful about how we address our students. Some older students are sensitive to certain titles, so we truly concern about the titles…)

When addressing the students with a good rapport, students experience a stronger sense of connection with their teachers and making them feel close in seeking the knowledge. It can be proven by P1 saying that:

" … kalau macam kita guna panggilan ibu-ibu atau ayah-ayah dia lebih macam dekat... haa... apa yang kami dapat respon daripada students, dia kata kami suka la tempat ni sebab apa?

Panggilan tu.. panggilan ibu2 ayah2 so dia rasa macam seorang anak sampaikan ilmu untuk mak ayah dia...”

(… When we address our students as "mother" or "father" they feel closer to us. Based on the feedback from students creating a nurturing atmosphere similar to a child passing the knowledge to their parents …)

A good intonation when conducting the class also represents teacher skills in teaching. This is based on P2 experienced as:

"... kena pastikan jaga betul-betul sebab orang tua... Dan juga effect dia kalau macam kita tak jaga intonasi ada juga yang macam... Ok takpelah, kalini je aku join kelas, sebab aku rasa dia ni suka mengarah-arah aku...”

(… Ensuring we manage our tone well is crucial, especially for the elderly students. if we don't, they might feel uncomfortable which can deter them from attending further classes…)

Along with the method of using praise in teaching. Praising is one of the communications with students as:

"... guru tanya soalan, pastu kita kena puji dia walaupun jawapan dia salah tapi still kena puji. Tahniah Tuan Puan sebab dah berjaya jawab.. Tahniah Tuan Puan sebab semangat nak jawab tu..”

(…Even when students give incorrect answers, we make sure to praise their effort. Congratulating them for attempting and showing enthusiasm helps encourage participation…)

Another important requirement in online teaching is punctuality. Both students and teachers should follow the schedule so that it will not disturb the following class. This been highlighted by P2 as:

".... Kalau bagi saya, tak tepati waktu lah, sebab yang tu penting jugaklah imej, hmm..itulah yang paling...student pun kita tekankan, guru pun kita tekankan.”

(...Puntuality is a significant concern to us. We stress its importance to both students and teachers...)

"....Contohnya saya bagi situasi err, student dia lambat kan, dia akan lari waktu guru tu, dia mungkin ada student lain selepas tu. Tu dari segi student, kalau dari segi guru kita takut student dah complain dekat guru tapi dia complain dekat managment sebab tu lah kita tekankan..”

(...we send timely reminders to students about the class schedules to ensure everyone is on time and aware to avoid any issues and complaints...)

Usually, most of the students are unable to remember the class. Then, the teacher should take responsibility to give a reminder to the students before the class. It will benefit both teachers and students in eliminating unnecessary wait times and optimizing productivity. For instance, P2 giving an example to reminder the class:

".... Assalamualaikum tuan-tuan dan puan-puan, ibu ayah, jangan lupa malam ni kita ada kelas pukul ni ni ni... Haa, tu lah... Semoga dipermudahkan segala urusan, kita akan buat mesej macam tu…”

(… We'll send out a message like this: Peace be upon you, ladies and gentlemen, just a reminder, our class is scheduled for tonight at this specific time. Wishing you all well…)

"...Contohlah kan, student tu, guru dia akan bagitahu siap2 err...contohnya kelas dia 9 -10. So, guru tu dia bagitahu siap2 pukul 10 saya ada kerja lain jadi minta semua pelajar, minta tuan2 puan2 ibu2 ayah2 tepati waktu..."

(…for instance, the teacher informs the students about their class, from 9.00 to 10.00. Teachers notify the students in advance that at 10.00 they have other commitments, emphasizing the importance of punctuality…)

c) **Teaching Tools**

Based on the interview with P3, teaching tools are the essential assistance to conduct an online *talaqqi* Quran classes OTQT. Quranic teachers should be equipped with necessary skill, tools, and information of using software itself. Having enough knowledge of the current technologies will enhance proficiency in various aspects as it can widen a new opportunity in career and stay competitive in a rapidly changing world. As mentioned below:

"...Manakala kalau kita lihat daripada sudut staff nya pula, ok, kita punya modal insan, di sini di SDEC, kita sentiasa kita cuba memperkasakan kita punya staff dengan ilmu-ilmu baharu. Jadi kalau kita pergi kepada 1 teknologi bermaksud kita perlu kaji teknologi tersebut dan mungkin mengambil masa tetapi ia lebih beneficial kepada 1 jabatan..."

(… On the other hand, from the staff perspectives at SDEC, we consistently aim to empower our workforce by equipping them with new knowledge. Therefore, when we embrace a new technology, it necessitates a thorough understanding. Though this process might require some time, it significantly benefits the department….)

Internet connection or network is the crucial component in OTQT. The teaching and learning process fully depends on it because of its connectivity. A stable connection contributes to the successful teaching process. As P3 mentioned:

"network ni kalau ikutkan dia punya enemy lah..Ok..dia kawan baik dan dia pun enemy jugak. Kawan baik bila network tu stabil ok, dan kita rasakan Pdp akan belajar dengan lancar, takde gangguan, ok, sistem kita berjalan lancar dan sebagainya. Tetapi kalau ada ganguan melibatkan walaupun bukan sistem kita, tetapi mungkin tejejas sedikit sebanyak dan itu merupakan kita punya risiko jugaklah bermaksud kita melihat kepada err adanya risiko-risiko gangguan terhadap perkhidmatan secara dalam talian itu sendiri.."

(… this network, if we analyze it, it has both allies and adversaries. It serves as a reliable companion when the network operates seamlessly, facilitating an uninterrupted teaching and learning process. However, in the event of disruptions, even if they do not stem from the systems itself, it can still impact the process to some extent. Hence, we consider the potential risks associated with service disruptions in online systems…)

In addition, teachers need in technical aspects are readiness in teaching. Teacher readiness includes:

"...Pada saya kebersediaan itu penting. Kalau memang keperluan mereka adalah untuk mereka mengajar dan juga menjalankan PdP secara online dan dia pula merupakan synchronise bermaksud 2 hala punya komunikasi, err mereka perlu pastikan 1 adalah penggunaan ataupun platform itu sendiri lah. Ok, kesesuaian platform itu, dan keduanya adalah mereka pastikan peranti dan juga capaian mereka itu stabil... Ok, dan apa yang mereka nak sampaikan ni sesuai lah secara dalam talian."

(… In my perspective, preparedness plays a crucial role. If educators intend to engage in online teaching and synchronous communication, they must ensure two key aspects: firstly, the

suitability and appropriateness of the platform itself' and secondly, they need to guarantee the stability of their devices and access. Consequently, what they aim to deliver should be suitable for the online teaching environment…)

Table 4: Findings in Need Analysis

Num.	Main Elements	Items
1.	Teacher's Criteria	Tajwid comprehension
		Regulation and theories of Quranic knowledge
		Wakaf ibtida' knowledge
		Arabic language skills
		Bonding with students
		Good personality
		Thoughtful and sensitive approach
		Teaching training
		Mock teaching
		Patient
2.	Teaching Techniques	Sincerity
		Preparation before class
		Creative approach
		Praising students
		Congratulate students
		Address student title
		Connection in teaching
		Intonation
		Punctuality
		Reminder before class
3.	Technology Tools	Internet connection
		Devices
		Synchronous approach
		Suitable platform
		Skill knowledge
		Readiness

Table 4 indicates the triangulated data between document analysis and interview. From these findings, there are ten (10) items required for teacher's criteria, ten (10) items required for teaching methods and six (6) items required for technology tools in conducting online *talaqqi* Quran teaching. The data findings data serves as a compass in offering Quranic teachers' guidance as they navigate the digital landscape of online teaching with confidence and foster a conducive teaching and learning environments to the students. Moreover, these findings emphasize the importance of teachers in acquiring the necessary technological skills while preserving the criteria and methods in teaching the Quran from previous scholars. The combination between prior method and present technology and ensuring a harmonious blend in teaching Quran practices.

6. CONCLUSION

Teaching development contributes significantly to education, especially in online Quran teaching. The characteristics of a Quranic teacher symbolize their identity and moral qualities. Teachers' expertise in transmitting knowledge represents their responsibility and professionality in fulfilling their roles. Proficiency in Quranic knowledge reflects their responsibility and professionalism in fulfilling their roles. Proficiency in Quranic knowledge facilitates effectiveness in conducting online Quran teaching. It is crucial to keep pace with technology, especially in online Quran teaching. In line with the new norms of teaching, Quranic teachers should educate themselves before conducting online classes.

In conclusion, the findings indicate the necessity to develop OTQT model for the novice teachers as a comprehensive guide for better engagement in the online *talaqqi* Quran teaching

sessions. Overall, the results of the study represent one of the initial phases in a three-phases process based on DDR approach. This phase ensures the identifications of needs for developing the stipulated model and further studies can expand to explore the formation of online Quran teaching model as a guideline for online Quranic teachers.

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